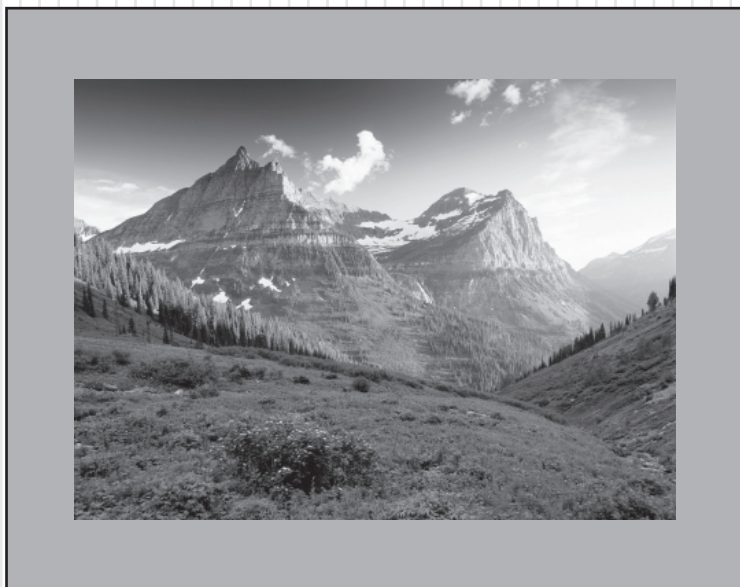


Montana
Comprehensive Assessment
System (MontCAS, Phase 2)
Criterion-Referenced Test (CRT)

COMMON CONSTRUCTED-RESPONSE ITEM RELEASE
READING, GRADE 5

2006



OFFICE OF PUBLIC INSTRUCTION

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Reading

Session 1

This story tells about a creative solution to a problem. Read the story and then answer the questions that follow.



Waste Not, Want Not

by Teresa Bateman

MY MOTHER BELIEVED in using things up. We always squeezed the toothpaste tube until it was as sharp as a razor, and we cleaned our plates, even when it was liver-and-onions night.

I hated it. Not just the liver and onions (which I ate with huge dollops of ketchup to mask the taste), but the clothes situation as well. I had to wear my blue jeans until the knees were patched at least three times before Mom would let me get a new pair.

Of course, it was worse for Josh. Since I was older, he always got any of my clothes that still had some wear left in them. Wearing his sister's hand-me-downs was the ultimate tragedy of his young life.

Mom's frugality was legendary. She could make one chicken come back in a dozen meals as variously disguised leftovers. Her favorite saying was "waste not, want not." Josh and I weren't sure what that meant, but it probably explained why Mom was into recycling long before it became popular. It also explained why the "Affair of The Hat," as it later became known, was so strange.

The Hat deserved capital letters. It was about three feet across, made of green straw and covered with big plastic daisies, two red peonies, and an orange bow. I might have said it was "dog ugly," except that wouldn't sit well with our dog, Mutt.

Great-aunt Marjorie had given The Hat to Mother on one of her visits to our farm. It was supposed to keep the sun off Mother's delicate complexion while enhancing her rural beauty (whatever that meant).

Mother wore it while Aunt Marjorie was here, but it was hard to get through doors and impossible to wear while weeding the corn. The rows weren't wide enough, and, anyway, The Hat cast a shadow that hid any weed from sight.

When Aunt Marjorie returned to the city, Josh and I held our breath to see what would happen to The Hat. We could see that Mom's thrifty nature and fashion sense were in pitched battle. She couldn't justify throwing The Hat away—it was nearly new and had a lot of use left in it—but neither could she stomach wearing it. She tried pulling off the daisies and peonies, but they were stuck on tight, as were the perky orange ribbons that held The Hat in place. She'd have to find some other solution.

One day Josh and I came down to breakfast and noticed that The Hat was missing from the hook by the door. We looked at each other, then scouted the house. It wasn't hard to spot. Mother had installed it in the parlor as a lampshade.

Our parakeet, Pete, chirped inquiringly from his cage as Josh and I decided to see how The Hat looked in full lampshade glory. We pulled the chain.

Pete tweeted once, then dropped like a stone from his perch. We ran to his cage, and Josh suggested mouth-to-beak resuscitation. Then we glanced over at the lamp. The light shining through the peonies made them look like two big red eyes glaring at you. No wonder Pete had fainted.

We plucked The Hat from the lamp and went to tell Mom. Reluctantly she hung it back up on the hook by the door.

The next morning we looked out our bedroom window to see Mom heading for the chicken coop, The Hat dangling from her arm by those orange ribbons. Obviously it had graduated to an egg basket.

She disappeared inside the coop, and we waited to see what would happen. Suddenly a chicken volcano erupted. All the chickens burst from the coop, hysterically clucking and running for their lives. There was no sign of Mother.

We ran downstairs in our pajamas and bare feet. Just inside the coop door we found Mom, still clutching The Hat in one hand, chicken tracks all over the front of her overalls. She muttered something about "stampeding feathers" as we helped her into the house.

Still, she never considered throwing The Hat away. After all, it was nearly new. Besides, by this

point she was determined to find a way to use that hat, or die trying.

The next morning she headed out the door, The Hat filled to the brim with turkey feed. Josh and I watched as Mother approached the turkeys scavenging in the barnyard.

The minute those turkeys sighted The Hat, they ran gobbling toward the barn door and dived in a panic into the haystack. Mom dumped the turkey feed in the barnyard and walked back to the house, her shoulders drooping.

"I give up," she announced. "First The Hat scares Pete silly, then it stampedes the chickens, and now it's panicked the turkeys."

She threw The Hat to the floor, raised her foot, and screamed, "THIS HAT IS FOR THE BIRDS!" Josh and I stepped back, waiting for her foot to come crashing down.

"It is not for the birds," Josh blurted. "They hate it!"

It was as though time stood still. Then we heard a strange sound. Mother was laughing!

We shook our heads. She'd finally gone over the edge—there she stood, one foot in the air, laughing like a hysterical flamingo.

Then she put her foot down... on the floor. She picked up The Hat and headed upstairs where we heard boxes being shuffled around in the attic.

Josh and I didn't know what to make of it.

When she came down, she was dragging a body. It was wearing Grandpa's old overalls, Uncle Paul's flannel shirt, and the shoes Josh had outgrown last year. Its head was a flour sack, stuffed full of straw from an old tick, and on that head perched The Hat.

Mom hauled the stuffed body outside and set it up on a post in the middle of the cornfield. And that's where it stayed.

Our corn crop that year was particularly good. For some reason the birds steered clear of our fields and raided the neighbors' instead. Maybe it had something to do with our scarecrow, I don't know. All I do know is that from then on, we rarely saw crows on our property except during the month of June.

That's when Great-aunt Marjorie comes to visit.

22. Part of the humor in this story is based on exaggeration. Explain how the use of exaggeration helps create humor in the story. Use specific examples from the story to support your answer.

Scoring Guide

Score	Description
4	Response shows a thoughtful understanding of the use of exaggeration as a humorous device in the story. The explanation is developed and well supported with specific, relevant details from the story.
3	Response shows an understanding of the use of exaggeration as a humorous device in the story. The explanation is general and lacks either some specific or relevant details from the story.
2	Response shows a limited understanding of the use of exaggeration as a humorous device in the story. The explanation is weakly supported. Answer may contain some misinformation or misinterpretation.
1	Response provides minimal understanding of the use of exaggeration. OR Response addresses the question only minimally.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Score Point 4

Sample 1

Exaggeration helps the story by giving it more humor and helping the readers picture the events more clearly. It also makes the story a lot more interesting because usually he use very interesting words to describe that particular event. The reason it makes it so humorous is because if they say that The coop erupted like a chicken volcano you can actually picture a volcano bursting with chickens. Also when they said that the peonies looked like two big huge red eyes you can actually picture the big red eyes looking so scary that it actually made the bird named Pete fall to the ground in shock of it.

Thorough and thoughtful understanding of the use of exaggeration as a humorous device with relevant story details tied into the exploration.

Exaggeration helps create humor in a story. Like a chicken volcano means all the chickens burst from the coop, hysterically clucking and running for their lives. This really adds to the story because it is humorous and it gives the reader a vivid picture in their minds. Another exaggeration is "slamming feathers" which obviously meant mom got ran over by chickens because mom had chicken tracks all over the front of her overalls. There are many exaggerations in this story like a "pitched battle" which means a high level excitement battle and in the story the pitched battle is between mom's thrifty nature and her fashion sense. Exaggeration is one of the best things to put in stories because it gives the story an extra boost so the reader will read the book again and again.

Thorough and thoughtful understanding of the use of exaggeration as a humorous device with relevant story details tied into the exploration.

Score Point 3

Sample 1

Exaggeration helps this story in humor by like saying something was bigger than it was or like something happened and it wasn't as bad as the person made it like in the story they squeezed the tube razor sharp and the hat was 3 feet long. The peonies looked like red eyes glaring down at you. The chickens stomped her and knocked her over. The turkeys diving in the haystack is a exaggeration. Mother laughing like a flamingo is one also.

General understanding of the use of exaggeration as a humorous device. Lacks some specificity or relevant details.

Score Point 3

Sample 2

Exaggeration helps create humor because it creates a picture in your mind that makes you laugh. An example from the story would be "A chicken volcano erupted." When I read that, in my mind I saw chickens running everywhere and squeaking. That made me want to laugh out loud. Especially since chickens can't explode like a volcano. If it had just said "the chickens ran and squaked" it wouldn't have been so funny. Most of the time exaggeration makes the whole story better.

General understanding of the use of exaggeration as a humorous device. Lacks some specificity or relevant details.

Score Point 2

Sample 1

We squeezed the toothpaste bottle as sharp as a razor. It probably was as sharp as a razor but it makes the story a lot more interesting. "Chicken Volcano" there wasn't really a volcano with chickens. The author just put that to make the story more exciting and funnier.

Limited understanding of the use of exaggeration as a humorous device. Explanation is weakly supported.

Score Point 2

Sample 2

Well when the story says a chicken volcano erupted, you can picture that in your mind because of exaggeration. There is also another time where Pete their bird fainted and Josh gives him mouth to beak resuscitation.

Limited understanding of the use of exaggeration as a humorous device. Explanation is weakly supported.

Score Point 1

Sample 1

A When the bird fainted it let me know they used
exaggeration

Minimal understanding of the use of exaggeration as a humorous device.

Score Point 1

Sample 2

The use of ex aggeration help me
feel the humor and silliness in the
story.

Minimal understanding of the use of exaggeration as a humorous device.

Score Point 0

Sample 1

It means there is someone that
is a comedien.

Incorrect/irrelevant response to the prompt.

Score Point 0

Sample 2

Mom doesn't like the hat so she
throws it hard in the garbage. Josh
had to use his shoes for the scare crow.

Incorrect/irrelevant response to the prompt.

Reading

Session 3

As this article shows, the question “What’s for dinner?” was likely to have a very different answer in early American times than it does now. Read the article and then answer the questions that follow.

What’s for Dinner?

by Sharman Reed Price

Today, it is easy for most people to buy and prepare the food they eat. Most of us have neighborhood supermarkets, restaurants, and even drive-up windows where we can get a quick snack or something to drink. Much of our food is packaged, prepared, and served to us. Imagine what it was like two hundred years ago, though, for settlers who made their homes on the prairies and in the mountains. Getting, storing, and preparing food took a lot of work and a great deal of time.

Settlers first had to get their food. People fished and hunted; many raised livestock for their family’s table. Bear, venison, pork, chicken, turkey, duck, and fish—all were common to the settlers’ diet. Fruits and vegetables were grown in gardens or gathered from the nearby land. Corn, of course, was a mainstay.

Corn was prepared and eaten in many different dishes. People probably grew tired of eating so much corn! As porridge, hasty pudding, or cornmeal mush, it was a staple of most meals. The recipe shows how to make hasty pudding.

Hasty Pudding (makes 1 serving)

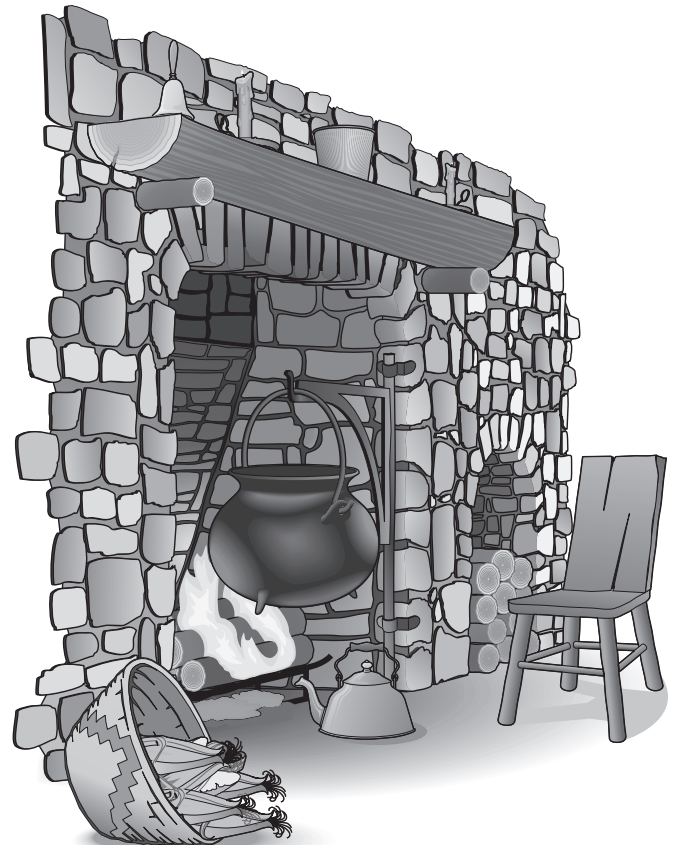
½ cup yellow cornmeal	½ teaspoon salt
1 cup cold water	2 cups boiling water

Mix cornmeal with cold water. Add with salt to boiling water. Reduce heat and cook 10–15 minutes, stirring frequently. Serve with cream and maple sugar, brown sugar, honey, or molasses.

Unused mush can be refrigerated and used in other ways. For example, slice the mush, dust the slices with flour, and brown them in butter. Serve with syrup.

Before a family could enjoy the hasty pudding, however, corn had to be gathered and ground into cornmeal. Settlers usually ground their own cornmeal. They first scraped kernels from the corn cob. Then they placed the kernels in a mortar (a large bowl) and ground them with a pestle (a block of wood that was rounded to fit in the bottom of the bowl). Often the mortar and pestle were made from wood from a small tree trunk.

As towns and cities grew, mills for grinding corn and flour were built beside rivers. The settlers carried their own corn to the mills for grinding—which meant that they had to ride for miles with sacks of corn in a wagon or slung across a horse’s back. The trip took hours, but it was still easier than grinding corn by hand.



Cornmeal was also used for corn bread, sometimes called “corn dodgers,” “corn pone,” or “Johnnycakes” in different parts of the country. Corn bread was made by mixing cornmeal with water or milk and salt. If yeast, lard, or bear grease was available, they were added to improve the flavor of the bread. The dough was formed into small cakes, laid on a flat board, and placed close to the fire to bake. Corn bread is easy to make with an adult’s help.

Corn Bread

(makes 6 to 8 servings)

2 cups cornmeal
4 teaspoons baking powder
1 teaspoon of salt
2 eggs beaten
2 cups buttermilk
2 tablespoons vegetable oil or melted bacon drippings

Heat oven to 450 degrees. Grease a 9-inch pan with about 2 tablespoons of oil (use bacon drippings, if available). Leave oil in bottom of pan. Place pan in oven to heat.

Mix together the cornmeal, baking powder, salt, 2 eggs, buttermilk, and the melted bacon drippings. Pour into hot pan. Batter will sizzle.

Bake at 450 degrees for 35 minutes or until golden brown.

Preparing main dishes was often an all-day affair. All cooking was done over an open fire, and families made do with only a kettle or two and perhaps a skillet. The earliest fireplaces had a lugpole (a pole used to hold pots and pans) stretched over the coals of an open fire. Green

wood was used for the lugpole because it would not burn as easily as dry wood. A kettle hung from the lugpole as meat and vegetables stewed in it for most of the day. If the lugpole burned, the family lost their dinner to fire. Later, the lugpole would be replaced by an iron crane. The crane could not catch fire, and it could be swung back and forth to allow the cook to handle kettles and pots more easily and safely.

Large roasts of venison or bear were cooked on a spit—a long thin pole stretched over the coals. The cook’s job was to turn the spit regularly so that all parts of the meat would cook evenly. Hot grease from the meat often popped and splattered, a hazard to the cook and anyone else standing nearby.

Meats were sometimes cured if the family had a smokehouse. This small building was made of logs; the cracks were tightly packed with clay to hold in the smoke that cured the meat. Freshly butchered and salted hams, bacon, and sausages were hung from the smokehouse rafters. A small fire in the middle of the dirt floor smoldered for days. Smoke was produced by chips of hickory and apple wood, which gave the meat a special flavor.

Fresh vegetables and fruits were often stored during the winter in underground root cellars—pits dug into the ground or into the side of a hill. The natural insulation of the earth kept temperatures in the root cellar above freezing but still cold enough to preserve the foods stored inside. In the summer, a springhouse served the same purpose for milk and butter. A small stone house built over the creek that supplied the family with water, the springhouse kept food cool and fresh for short periods of time.

Today, we hardly think twice when we ask, “What’s for dinner?” For families long ago, the question was not a simple one to answer!

67. Describe three ways that meals and food today are DIFFERENT from two hundred years ago. Use information from the article to support your answer.

Scoring Guide

Score	Description
4	Response describes three ways in which meals and food are different from 200 years ago. Response is thorough and well supported with specific information from the article.
3	Response describes three ways in which meals and food are different from 200 years ago. Response is general and includes some information from the article.
2	Response describes two or three ways in which meals and food are different from 200 years ago. Response may include a list with limited information or vague details from the article. OR Response describes one way in which meals and food are different from 200 years ago. Response is general and includes some information from the article. The description of the second way is missing or incorrect.
1	Response describes a vague way in which meals and food are different from 200 years ago with little or no support from the article. OR Response addresses the question in a minimal way.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes

Ways in which meals and food are different from 200 years ago
(with specific details from article)

Three ways that meals today are different from meals two-hundred years ago are the following. One way that our meals are different is the way we cook. For example, two-hundred years ago people cooked over a fire with a kettle or skillet hanging on a lugpole. Now days we use electricity or propane powered stoves and microwaves.

Another way that the two time periods differ with their meals how we receive the food. In our time period if we wanted cornmeal we'd just go to the store and buy a box or two. Back then they have to get some of their corn and mash it with a mortar and pestle.

Last but not least is the difference of how we store things. Now days we have either a fridge or freezer to store things in. Since two-hundred years ago people didn't have these things they salt, smoke, or store food in a cellar. These are my three ways of showing how food today is different than two-hundred years ago.

Thorough, well-supported response describing three ways in which meals and food are different from 200 years ago.

There are many different ways that food today are different from two hundred years ago. Here are a couple of those differences. One way food is different today because we can just drive up to a restaurant window, order, pay, and then leave. Two hundred years ago settlers had to get a stove, and prepare all of their food. Another way is that when we are ready to prepare our food we just go over to the stove get some pots & pans, and we're pretty much all set. Well, it wasn't that way for the settlers they had to start a fire put the pot over it and sometimes even stir it all day. Last, when we need to cool butter or milk we put it in the fridge. Settlers had to make a small stone house built over the creek that supplied the family with water. Also to keep food cool and fresh for a short amount of time. So, as you see there are many differences between now and then.

Thorough, well-supported response describing three ways in which meals and food are different from 200 years ago.

The meals and food today are very different from the foods and meals two hundred years ago. One way is two hundred years ago cooking was an all day affair, but today we can just put a ready made meal in the oven. Another way is today we can go to the grocery store or restaurant to get something whereas, two hundred years ago you had to grow your own food. The third way was what foods were made of: 200 years ago nearly everything had cornmeal in it although today foods have many different things.

General response which includes some specifics describing three ways in which meals and food are different from 200 years ago.

Score Point 3

Sample 2

One way that food today is different than 200 years ago is that they had to hunt, fish, grow food in a garden or raise animals for their food and we can just go to a food store or a restaurant. Another difference is they had to cook over an open fire and all we have to do is stick something in the stove and set the timer. The third difference is to keep their food cold, they had to use root cellars and we put food in the fridge or a freezer.

General response which includes some specifics describing three ways in which meals and food are different from 200 years ago.

Score Point 2

Sample 1

At Now days it takes about an hour to prepare a meal but the story said it could take all day. We go to the store and buy food, but they grew it. Two hundred years ago they cooked food over a fire, but we use use stoves and stuff.

Response with limited information describing three ways in which meals and food are different from 200 years ago.

Score Point 2

Sample 2

We usually we get ours delivered. They had to work all day. We use a stove. They used a fireplace and a uppole. We go to the store and get fruit and meat. They grew and raised it.

Response with limited information describing three ways in which meals and food are different from 200 years ago.

Score Point 1

Sample 1

We don't have to cook over an open fire. Electricity helps quite a bit. We have a much bigger variety of food.

Minimal response about three ways in which meals and food are different from 200 years ago.

Score Point 1

Sample 2

First, because we have restaurants. Second we can just go to the market and buy food. Third we go to a fast food drive thru.

Minimal response about three ways in which meals and food are different from 200 years ago.

Score Point 0

Sample 1

They always put some different kinds of vegetables with there meat so they can a different flavor of the steak.

Irrelevant response; does not address the differences in which meals and food are different from 200 years ago.

Score Point 0

Sample 2

They didn't have cars. Or they didn't have TVs. Music in the bathrooms

Incorrect; misunderstands the prompt.

Acknowledgments

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